The School of Commerce and Administration

The curriculum of the School of Commerce and Administration is designed to prepare students for careers in business and administration. The curriculum is divided into two main sections: liberal arts and professional studies.

The liberal arts section provides a broad foundation in the humanities and social sciences, including courses in English, history, economics, and political science. These courses are designed to develop critical thinking skills and a general understanding of the world.

The professional studies section focuses on specific areas of business and administration, such as accounting, finance, management, and marketing. Students have the opportunity to specialize in one or more areas of interest through elective courses.

In addition to classroom instruction, the School of Commerce and Administration offers a range of extracurricular activities, including clubs, seminars, and workshops. These activities provide students with opportunities to enhance their skills and network with professionals in the field.

The School of Commerce and Administration is committed to providing a high-quality education that prepares students for success in their chosen careers.
organized in terms of the great functions performed in business rather than in terms of technical operations. In this, as in other fields, the service of the University lies in blazing new trails, in scientific experimentation, in broad education for positions of responsible leadership in society.

The opportunity for service on the part of the graduate division of the school is equally clear. Business research, development of research workers, development of instructors in the field of business education, and development of materials of instruction are all pressingly needed. As is true of other divisions of the University, this graduate work is conducted under the control of the Graduate Faculties of Arts, Literature, and Science.

This outline of the service that should be rendered in the immediate future calls for large additional resources. The building now occupied by the School must eventually be removed to make place for the chapel group. When that takes place, a new building will be needed for the School. The need of endowment is discussed under section 12, on page 35.
The opportunity to return on the back of the  

Superintendent of the school to apply a clear, positive influence on the development of research, development of research, and the development of the field of primary education in the field of primary education. It is also essential to the maintenance of research and the maintenance of the maintenance of the maintenance of research. It is a clear function of the maintenance of the maintenance of the maintenance of research.

These influences may include:

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- The influence that enables to develop
- The influence that enables to develop
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In short, we find the opportunity to develop a clear, positive influence on the development of research, and the development of the field of primary education.
7. The Graduate School of Social Service Administration

The Graduate School of Social Service Administration is one of the more recent additions to the Schools of the University, and has not received that endowment which its value to the University and the community merits. It is the result of a fusion of the Chicago School of Civics and Philanthropy (founded in 1901 as a part of the Extension Division of the University but operating on an independent basis 1906-1920) with the former philanthropic service division of the School of Commerce and Administration. The arrangement made in 1920 was for a five year term, but some months ago the Board of Trustees of the University voted to make the work a permanent part of our educational enterprise.

The very name of the school, containing the word "graduate", shows that this branch of our work is being conducted in accordance with the long accepted policy of the University. It is a graduate professional school and not a technical training school. It gives a broad professional education to those who wish to qualify for positions of leadership in our great public and private philanthropic agencies. Such a school can do its work effectively only in a University setting where the cooperation of the basic social sciences may be secured. In our own organization, this cooperation is assured by having the degree of Doctor of Philosophy in this field granted by the Faculties of the Graduate School of Arts, Literature and Science.

There can be no question of the need of such work in the educational program of our day. Arnold Toynbee has well said, "to make benevolence scientific is the problem of the pres-
ent day." The promotion of the humanitarian interests of society in an efficient and scientific way is greatly to be desired both on grounds of broad social policy and on those of public economy.

The field of service immediately before the school are the following: (1) Rounding out the organization of the curriculum and preparation of materials of instruction for use in this and in other schools of Social Service Administration; (2) Research and the training of research workers for positions in educational institutions, and in public and private philanthropic agencies; (3) Preparation of instructors for service in this and other schools; (4) Preparation of a broadly educated personnel that can develop ever better methods in our philanthropic agencies.

As yet neither special endowment nor equipment has been provided for this work. The character of the opportunity that is immediately ahead of this school demands that the school should as soon as possible be put upon a firm basis by providing a building, or space in a building, and endowment to replace and increase the temporary sustaining fund. See figures under section 12 on page 25.
The theory of social interaction, often referred to as the interactionist perspective, focuses on the importance of understanding the social context and the role of communication in shaping behavior. It emphasizes the idea that individuals construct their reality through interaction and that social norms and values are constantly negotiated and renegotiated in social transactions. This perspective highlights the significance of context, power, and agency in shaping social interactions.

In the context of social interaction, several key concepts are important:

1. **The Social Construction of Reality**: The idea that individuals construct their understanding of the world through interaction and discourse. This construction is contingent on the social context and the relationships between individuals.
2. **Interactional Analysis**: A methodological approach that focuses on the analysis of social interactions, emphasizing the dynamic and ongoing nature of social processes.
3. **Actor-Network Theory**: An approach that explores the relationships between humans and non-human entities, emphasizing the interconnectedness of these elements in social processes.
4. **Symbolic Interactionism**: A theoretical framework that focuses on the role of symbols and meanings in shaping social interactions and individual behaviors.

These perspectives offer a rich framework for understanding how individuals engage with the world and how social structures are both created and negotiated through interaction.
3. The Libraries

When so many departments of the University are in urgent need, it is difficult to discriminate. Yet it is safe to say that there is no division of the University whose need of development is more widely felt than that of the Libraries because they serve all departments and are a necessity to all. They are, however, an especially important adjunct of the Graduate Schools of Arts and Literature and of the Professional Schools which are closely associated with them. In these departments and schools the Libraries combine the functions which in the physical sciences are discharged in part by libraries and in part by laboratories. They contain the source material for research and are the work-shops of professors and students. Without adequate library facilities these departments are sorely crippled. Unfortunately, this is, in fact, the condition today in the University of Chicago.

From the founding of the University, the official term has been not "the library", but "the libraries." We have had not only a general administrative department for the purchase and cataloging of books, and a General Library for undergraduates and general readers, but a series of Departmental or Group Libraries especially intended for the graduate students in the various departments. These Departmental Libraries are located in the buildings of the various departments and schools, the School of Education Library in Emmens Elaine Hall, Geology and Geography in Rosenwald Hall, etc. But since the erection of the Harper Memorial Library in 1911 this building has housed not only the
The section titled "6 The Importance of the University as an Institution in Society" begins with the phrase "The need for a university of importance. Not just a place to study or a place to pass exams, but a place to develop character and critical thinking. The university is more than a place of learning, it is a place of growth and development. It is a place where students can explore their interests, develop their skills, and contribute to society. The university is a mirror of society, reflecting its strengths and weaknesses. It is a place where ideas are exchanged, and new perspectives are gained. The university is a beacon of hope, providing a platform for students to achieve their dreams and make a difference in the world."
general administrative offices and the General Library, but the Library of the Modern Language Group, that of the History and Social Science Group, and that of the Schools of Commerce and Administration and Social Service Administration. This arrangement has indeed been a temporary one. With a view to providing class rooms, offices, and libraries for these divisions of the University, as far back as 1902 it was planned to erect buildings for them in the spaces east and west of Harper. But the temporary arrangement still continues.

From the point of view both of the Libraries and of these departments, these additional buildings are urgently needed. The graduate work of the departments, all the undergraduate work, and the development of the libraries in all phases of their work are all seriously hindered for lack of this needed space. The process of recataloging old books, which has been going on since 1911, and the purchase and cataloging of new books are seriously hampered not only by lack of funds but also by lack of space in which to do the work or store the books.

The erection of these buildings will not, however, bring final relief to the libraries. Not long after their erection, and certainly within the period covered by this forecast, it will be necessary to decide whether a central library is to be built in which all the departments will have reading rooms, seminar rooms, and studies, the buildings of the Harper Group being devoted to the other uses of the departments, or whether the plan which was approved in 1902 is to be carried into effect, with the modifications which subsequent experience has shown to
The paper on the back of the blueprint was:

The importance of the Spencer Lambswool Cloth and the importance of the wide variety of colors, blends, textures and weaves available in the Spencer Lambswool Cloth line. The expansion of the line is geared towards the needs of the market and the development of new products. The future looks bright for Spencer Lambswool Cloth, with new colors and blends being introduced regularly. The company is committed to staying ahead of the competition and meeting the needs of the market.
be necessary, and a group of Library buildings, united by bridges and otherwise into one building and containing the General Library and departmental facilities for all the Humanities, is to be erected around the Harper Memorial Library as the central unit.

Even before this question is settled and its answer embodied in buildings, as soon indeed as a measure of relief is afforded by the erection of any building which will give the Libraries full possession of Harper Memorial Library, the Libraries will need a large addition to their funds for the purchase of books and for the maintenance of a staff to purchase and catalog the books, and to serve the University public.

In the years 1911-1924 the annual expenditures of the libraries have increased from $60,445.00 to $234,486.00, the collection of books and pamphlets from about 400,000 to about 1,000,000. But even so the Libraries have not kept pace either with the great increase in the rate of salaries paid to members of the library profession generally, or with the growing demands of the departments for more effective service, or with the growth of other Universities of the class to which Chicago belongs.

In connection with added facilities and better support for the Libraries, mention may also be made of the need of a Library School, chiefly of Graduate rank, for the education of librarians of the highest class. Library service is now properly recognized as a profession, calling for an education quite comparable to that which is necessary for entrance in the teaching profession. For its higher grades, the candidate needs a large knowledge of languages and of literatures, a wide understanding of the constantly widening range of human knowledge,
In the year 1936-1937 the United Nations General Assembly adopted the
International Law of War. The 1907 Hague Convention on the laws and
methods of military operations was the first major international law
aimed at controlling warfare. The Hague Conferences of 1907 and 1911
established the principle that war should be conducted in accordance
with certain rules of international law. These rules were intended to
limit the effects of war and to protect the civilian population and the
civilian infrastructure. The Hague Regulations on the Laws and
Methods of War, adopted in 1907, were the first international law
regulations aimed at regulating the conduct of warfare.

In connection with these efforts, it is important to note that the
laws and practices of warfare have evolved significantly over time.
The Geneva Conventions of 1949, which were adopted in the aftermath
of World War II, further refined the rules governing the conduct of
warfare. The conventions established new rules and standards for
protecting civilians, prisoners of war, and other categories of
protected persons. These conventions have been widely ratified by
countries around the world and have become the foundation of modern
civilian protection laws.

To date, the Hague Conferences have not been able to fully
accomplish their objectives. Despite the successes of the Hague
Conventions, the laws and practices of warfare remain a complex and
controversial subject. The challenges of balancing the needs of
protected persons with the demands of effective military operations
continue to be a source of ongoing debate and negotiation.

In conclusion, the Hague Conferences have made significant
progress in establishing the laws and practices of warfare. However,
the challenges of implementing these laws and achieving further
progress in this area remain. The ongoing efforts to refine and
strengthen international laws governing the conduct of warfare are
essential to ensuring the protection of civilians and the preservation
of the civilian infrastructure in times of conflict.

The Hague Conferences have been a significant step forward in
establishing the laws and practices of warfare. The Hague
Conventions of 1907 and 1911 laid the groundwork for the
establishment of international law governing warfare. The
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civilian infrastructure in times of conflict.
and no small measure of technical skill.

The librarians of this vicinity, and indeed of a larger area, have long recognized the need of a school of somewhat higher grade than any that now exists in America, and there has been a growing feeling that Chicago, with its extraordinary group of libraries of various types, is the best location for such a school. It is also clearly recognized that it should be in connection with a large university, since only thus could its students have access to the necessary courses in language, literature, history, etc., to the bibliographical collections with which they need to be familiar, or the great collections of books which they need for practice. The University of Chicago fulfills these conditions as few other institutions could. Its library is rich in books of almost all classes, its bibliographical equipment is quite exceptionally complete, and its catalogue, though not yet complete, is unsurpassed, perhaps unequalled, in America for its scholarly accuracy.

Though the establishment of such a School would involve an element of expansion, it seems the obvious duty of the University of Chicago to consider this need of this vicinity and the country.
The importance of civic activity and need for a
better sense of recognition for the need for a school or
someplace where they can have a good chance to grow
and develop a good understanding of their functions.

The importance of recognition of the need of various
types of education for the betterment of the community.

The need for a school or someplace for recognition.

Since only with the assistance and encouragement of
those who have a sense of what we need to do, we can
attain the goal of having the proper education to
prepare ourselves for the future.

The University of Chicago plays a significant role in
the preparation of the professional and community at large.

The University of Chicago is committed to the
preparation of the professional and community at large.

As a member of the University of Chicago, I am
committed to the preparation of the professional and
community at large.

Through the establishment of a better sense of
recognizing one's need for civic activity.

Through the establishment of a better sense of
recognizing one's need for civic activity.

The University of Chicago is committed to the
preparation of the professional and community at large.

As a member of the University of Chicago, I am
committed to the preparation of the professional and
community at large.
9. The School of Education

The School of Education became a part of the University in 1901. It has rendered a great service in the education of teachers and the betterment of education in the West. It is in urgent need of more space in which to do its work and of additional endowment to enable it to do that work more effectively.

Education as a university department of instruction and research is a recent addition to the group of the Humanities. It developed in response to a demand from the schools of the country for trained teachers and administrative officers.

It is often believed and often said that all that is necessary for the teacher is to know the subject which he is to teach. The teacher of Mathematics or Latin should study these subjects and be satisfied that he will in this way be prepared for his work.

A different view is that which led some three quarters of a century ago in this country to the establishment of normal schools. This second view is that teachers can be prepared to carry on their work by efficient methods if someone tells them the rules of procedure and gives them an opportunity to practice teaching for a time under the direction of a supervisor.

The third view is that there is no such fixed formula of school organization or teaching that any generation can adopt without careful study and reformulation of the practices of an earlier day. Education moves forward; the curriculum broadens in scope, the various units of the educational system receive ever increasing numbers of pupils, methods must change to suit the new and expanding conditions. Each period of civilization
faces a new problem if it would realize the purpose which was
described at the opening of this paper where it was stated that
the aim of Education is to make individuals "capable of the largest
participation in the goods of life and the largest contributions
to society."

Our School of Education is an embodiment of this third
view. While teaching the various subjects of the school curricu-
rum with the cooperation of the other departments of the Univer-
sity and training its students in the Laboratory Schools, it
devotes its chief energies to constructive studies looking toward
the improvement of methods and the enlargement of the content of
teaching and at the same time looking toward more efficient or-
ganization of the school systems of the country.

As examples of the type of service which is rendered
by such a School of Education it may be pointed out that states
and municipalities call on members of our staff for help in sur-
veys. Members of our Department of Education have participated
in surveys in Cleveland, Denver, San Antonio, St. Louis, Grand
Rapids, New York State, Texas and in a number of other centers.

The scientific work of our Department in the fields
of Elementary Education is conspicuous. The work of Professors
Judd, Gray, and Buswell in reading; of Professor Freeman in
writing; of Professors Judd and Buswell in arithmetic and the
publications of scientific monographs by these men and their
students have contributed to the improvement of teaching so
greatly that the advice of these men is sought in many quarters
in the reconstruction of the course of study. Similarly Pro-
fessor Bobbitt is one of the leaders in the study of the curricu-
The war brought about the necessity of investigating the effect of the various types of training and the development of the students of the Laboratory School on the improvement of education in the experimental work of the research and the preparation of the course of study in the field of science.

The Laboratory School is concerned with the education of students of the experimental work of the research and the preparation of the course of study in the field of science. The School is designed to provide an opportunity for the students to work in the laboratory and to develop their understanding of the various types of training and the development of the students of the Laboratory School on the improvement of education in the experimental work of the research and the preparation of the course of study in the field of science.
lum. He was called for periods of six months and three months
to assist the school systems of Los Angeles and Toledo in reor-
ganizing their High Schools. Professor Morrison and his students
made extensive surveys of the financial organization of Illinois
schools and Professor Morrison was a member of a national commis-
sion on school finance.

Many of the members of the faculties of the Laboratory
Schools have contributed to the instruction of the schools of
the country by the preparation of text books. Notable among
these are the series of books in Mathematics introducing the
combination of algebra and geometry and texts on the direct
method of teaching foreign languages and latterly text on the
sciences.

The opportunity for the University to exercise through
the School of Education a wholesome influence on the schools of
the country is boundless. What is needed to make this possible
is equipment for research. The School of Education has demon-
strated its ability to carry on a high grade of scientific work.
It does not aim to expand numerically beyond a modest limit.
It aims rather to put out a stream of high grade researches and
to train a selected group of graduates who will then extend the
same type of work to the normal schools, and colleges and uni-
versity departments of education, especially throughout the
Mississippi Valley.

But this calls for enlargement of staff. At present
it is strong in curriculum construction, methods and educational
psychology. It needs enlargement in school administration, edu-
cational sociology and such special lines as secondary education
and junior high school education.
With such enlargement of the staff and a corresponding enlargement of the material equipment in the way of buildings and laboratories the School can properly care for 150 graduate students, 400 undergraduates, 700 high school pupils and 500 elementary school pupils. It now has enrolled in each of these divisions about five-sixths of the numbers indicated and is caring for its pupils and students in much overcrowded quarters.

To provide adequate salaries for the present staff and to make the additions required an additional endowment is necessary to the amount of $1,000,000.

To provide adequate housing for the work three new buildings are needed. The two substantial buildings now belonging to the School, namely, Blaine Hall, erected in 1903 through the munificence of Mrs. Almon Blaine, and Belfield Hall which was given to the University in 1905 by the Trustees of the Chicago Normal Training School, admirable as they were for their original purpose and still thoroughly serviceable, are much overcrowded. The temporary gymnasium and Kimbark Hall, which is a remodeled flat building, are makeshifts and will not last much longer. The present work of the School calls for a graduate building which with a maintenance fund to care for it will cost $1,000,000. In addition there is needed to make space for the Laboratory Schools and the College of Education a building which will take over the high school classes. This will cost with maintenance $1,000,000. A refectory and gymnasium to provide for those who work in the School of Education and to give adequate facilities for health work will cost $400,000.

The needs for endowment therefore amount to $1,000,000 and for buildings, $2,400,000.
For the convenience of the reader, I am furnishing a summary of the important facts in this connection. The Board of Directors of the Company has determined to issue 1,000,000 shares of common stock at a price of $1.00 per share. This will enable the Company to raise the necessary capital for its operations. The share capital will consist of 10,000,000 shares, of which 1,000,000 are to be issued at the present time. The remaining 9,000,000 shares will be reserved for future issues. The shares will be issued in accordance with the provisions of the by-laws of the Company.
10. The Divinity School

The Divinity School has made a notable record of achievement in the nearly sixty years of its existence, and needs only additional resources with which to increase the scope and effectiveness of its work. In this instance the part is not greater but older than the whole. The school which is now known as the Divinity School of the University was founded in Chicago twenty-five years before the University opened its doors. It was, however, incorporated in the University before the University began its work by a contract which provided that it "shall be taken to be and shall be the Divinity School of the University of Chicago." From the beginning it has been the desire and ambition of the faculty to be in fact, and not in name only, an integral part of the University, sharing in all aspects of its life. The fact that President Harper did full work as a professor and that his students were largely from the Divinity School, that Dean Hulbert was for a long time chairman of the Committee on Athletics and took an active interest in the games, and the widely catholic interests of Dean Mathews and many of his colleagues have all contributed to make possible the realization of this ideal.

By the gift of generous donors who have preferred to remain anonymous a building for the Divinity School is now in process of erection. It is hoped that the erection of the Bond Chapel for which Mrs. Joseph Bond provided a generous gift some years ago may not be much longer delayed.

These buildings supplemented by those of the Chicago Theological Seminary, which is affiliated with the University and happily supplements the work of the Divinity School, and those of
The University of Chicago has been a leader in postgraduate education for many years. The demand for advanced study has increased, and the University has responded by expanding its programs and facilities. In this context, the Department of the Physical Sciences has played a significant role.

The Department of the Physical Sciences is one of the largest and most diverse in the University. It offers courses in a wide range of disciplines, including mathematics, physics, chemistry, biology, and earth and environmental sciences. The faculty comprises some of the world's leading scientists and scholars, who are dedicated to teaching and research.

The Department is committed to providing a rigorous and stimulating educational experience for its students. It offers a variety of graduate programs, including master's and doctoral degrees. The Department also hosts a number of research centers and institutes, which attract scholars from around the world.

In addition to its academic programs, the Department is involved in a number of service initiatives. It works closely with the community to promote science education and outreach. The Department also plays a leading role in the development of new technologies and applications.

The Department of the Physical Sciences is a dynamic and innovative institution, dedicated to advancing knowledge and improving the human condition.
the Ryder Divinity School, and of the Disciples House, which it is hoped may be built soon, will, it is believed, provide adequate housing for the work of the University in the field of theology for years to come.

But the school is not so fortunate in respect to its annual maintenance. From the opening of the University the Divinity School has aimed to be not only a professional school for the training of men for the ministry but a school of research in all the fields that contribute directly to knowledge and clear thinking in matters that pertain to religion. It has aimed moreover not only to cultivate the investigative attitude on the part of the students within its walls but to promote open mindedness and sound thinking on the part of the religious public and the youth of the country generally. The list of books which have been written or edited by the members of the faculty is a very long one, possibly surpassing that of any other group of men of equal number in the University, or any other theological faculty in the country. To carry on this double task of instruction and productive scholarship requires a relatively large faculty in order that all the various phases of theological scholarship may be dealt with by men who are able to concentrate attention each on his own field, while also keeping himself reasonably abreast of the progress of scholarship in related fields. To meet this legitimate demand and to make such contributions to theological science and religious life as will continue the honorable tradition which has come down from the days of President Harper, the University needs to add to the $90,000 which it is now expending on the school, $50,000 or stated in invested capital, $1,000,000.
The passage appears to be a form of communication or a letter, discussing topics such as the University of Nebraska, and possibly a personal narrative or an account of some kind. Due to the nature of the handwriting and the style of the letter, it is difficult to extract coherent sentences or a clear context without further analysis. The document contains multiple paragraphs discussing various points, but without proper formatting, it is challenging to provide a precise transcription.
11. The Law School

We count ourselves fortunate that we have one professional school, which has so far rounded out its programme of development, and so far meets the requirements of its situation that its demands for increased expenditure are very moderate.

But it is altogether probable that within the period of sixteen years which this statement undertakes to cover the development of the Libraries and of the departments of History and the Social Sciences, which must always be grouped around the Harper Court will make it highly desirable to devote the Law Building to these subjects and to provide another building for the Law School. Two considerations recommend this course of action. First the building in which the Law School is now held is a free building, in the sense that it was not dedicated by the donor to any special subject. In the second place Law is, more than almost any other subject in which the University conducts education, detachable from other subjects. Its books are law books, which other departments use to a very limited extent, and its students make little professional use of any other books. The change is not a pressing necessity. It probably ought to come about within ten years. To build a new building for the Law School and to provide a maintenance fund for it, will call for $1,000,000.
The report states that the company's financial position is stable and that the company has been profitable in recent years. The report also mentions that the company has invested heavily in research and development, which has led to the development of new products. The report concludes that the company's prospects are strong and that it is well-positioned for continued growth.
12. **Financial Summary**

For endowment of the Ogden Graduate School of Science, not less than $4,000,000 will be needed before 1940, for the Graduate School of Arts and Literature, $5,500,000; for the associated Schools of Commerce and Administration, Social Service Administrations, Politics and Library Science $5,235,000, for the School of Education $1,000,000 for the Divinity School $1,000,000 for the Law School $150,000 and for the Libraries $2,500,000.

In the Medical Schools, the departments of Medicine and Surgery, which are to be housed in the buildings on the new Medical Quadrangle will need an endowment of $5,000,000 which should be in hand by the time the buildings are ready. It is estimated that the addition of the departments of Pediatrics, Obstetrics and Psychiatry will call for $3,000,000 more; that the preclinical departments of Anatomy, Pathology, and Physiology, and Physiological Chemistry will eventually call for $2,000,000 additional endowment; that the School of Public Health will involve an investment of $5,100,000; that the Postgraduate School and the Sprague Institute will each need $1,000,000.

Of this total sum $6,000,000 should be raised in 1925, the remainder will fall to be raised in 1926-1940, some of it as early as possible in these years.

The building programme which for reasons pointed out above must go along step by step with the raising of endowments includes, a building for Chemistry and one for Mathematics and Astronomy, each estimated to cost $600,000, a building for Modern Languages and one for History and the Social Sciences, $1,000,000 each.
For advancement of the Negro Chances of Service in Education.

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- security, which are to be found in the opportunities of the Negro.
Other buildings of the Library Group $3,000,000. Medical buildings additional to those for which funds are in hand are estimated to cost $4,100,000. For the Equipment of the Theology Building $60,000 is needed. Other buildings that we shall hope to obtain include a Museum Building which will probably cost $800,000, a building for Psychology $400,000 and one for Home Economics $400,000. In all these figures an endowment fund for maintenance is included. Of the total sum, $4,660,000 is needed in 1925.
operatives of the firm paid $5,000,000.00. However, operative expenses of the firm ran to about $4,500,000.00. For the next year, the profit was $500,000 from operations, and a capital of $1,000,000 was used to finance the company. The company was able to pay off its loans after the addition of this capital.
1. Their Historical Place in American Education and their Present Opportunity

That the Colleges of the United States have rendered an invaluable service in the past, no one who knows their history will deny. That they are capable of great improvement and ought to be improved is equally beyond doubt. The University of Chicago recognizes in these facts a challenge which it earnestly desires to meet by developing a type of college better for its location than any that is now provided in the United States, adapted to meet present day needs and to give to college students the best possible kind of education for the period of advancement which they have reached.

Historically the Colleges of Arts, Literature, and Science are the foundation and center of all our American University education. Johns Hopkins University indeed undertook to dispense with them and to build up a Graduate School without a college, but presently supplied the foundation which it had first thought to dispense with. The University of Chicago was built on the lines of the common American tradition. It was originally expected to be a college only. And though before it opened its doors in 1892, in accordance with the plan evolved by President Harper, it had been determined that graduate work should fill a large place in the plans and work of the new institution, its colleges have always been an integral and vital part of the University.
Not only because this is our tradition, but more especially because after mature deliberation it has been decided that the policy is a wise one, it may now be considered settled that the University will continue to maintain its college work.

The work which they do in preparing men and women to be useful and effective members of society, broadening their horizon and sympathies, quickening their power of thought and maturing their judgment, is itself ample warrant for the continuance of the colleges. Situated in a city of three million people, and having within a radius of 500 miles half the population of the United States, which normally sends to college each year thousands of young men and women, the University cannot be indifferent to the needs of these youths and to the opportunities of its environment.

From the Colleges furthermore comes the great body of educated men and women who create and support the sentiment in favor of education. It is in the colleges as a rule that the ambition for scholarship or professional achievement becomes a real force in a young man's life. From the colleges, its own or those of other institutions, the University must derive its supply of students for all the graduate and professional schools. Without them these more advanced schools would speedily close their doors.

Nor can the University of Chicago safely depend entirely upon other institutions to render this service. It must itself take part in this work and, alongside of its graduate and professional schools, conduct colleges of its own. The two levels of education are best prosecuted, not indeed intermingled, but under the same administration, and not too remotely separated. The colleges profit from knowing something of what is going on
The college motto is "Knowledge is Power." It emphasizes the importance of education and intellectual growth. The college offers a wide range of programs and disciplines, catering to diverse interests and career aspirations of students. The faculty consists of experienced educators and experts in their respective fields, dedicated to providing high-quality education and fostering a stimulating learning environment.

The college is situated in a picturesque location, surrounded by nature and providing a serene atmosphere conducive to learning. It has state-of-the-art facilities, including laboratories, classrooms, and on-campus resources. The campus is equipped with modern technology and connectivity to support academic and research activities.

The college's commitment to excellence is evident in its achievements and rankings, which place it among the top institutions globally. It has a strong alumni network, contributing to various sectors and industries, enhancing the reputation and value of its graduates. The college encourages active participation in extracurricular activities, sports, and community services, fostering a well-rounded education experience.

The college's mission is to prepare students for leadership roles by equipping them with knowledge, skills, and values. It aims to develop socially responsible citizens who contribute positively to society and the world.

In conclusion, the college is a beacon of excellence, dedicated to nurturing the minds of its students and preparing them for meaningful futures.
in the graduate schools, having a pride in their achievements, and being stimulated to a higher type of college life than is likely to prevail when no such influence affects their ideals and aims. On the other hand the maintenance of the colleges by the University is distinctly in the interest of the graduate and professional work. They are needed to supply to its graduate and professional schools men and women, who, trained under its influence, will give character to these schools; to facilitate research, and make reasonably complete its research, in the field of education. Finally they supply a real need of the University's immediate environment and constituency which it cannot wisely ignore.
2. A forward-looking policy

In view of these considerations it is self-evident that the University must make its colleges the best possible. Much serious thought has been given to the question how this can be done and while many aspects of the matter remain to be further investigated and made the subject of experimentation some things have emerged with unmistakable clearness.

The aim of the college must be nothing less or narrower than the development of strong and fine personalities, the providing of a kind of life in college which will fit the student for a rich and useful life in after-college days. It must take account of the fact that some of its students will go on to further study in graduate or professional school, and that for others college days will end, not education, but education in school. It must, therefore, concern itself with the needs of both classes.

It must set and maintain high standards of scholarship and steadfastly discourage the notion that college is a pleasant interlude between school days and the serious business of life.

It must recognize the possibilities and conserve the values of the out-of-class hours and activities of the student. It must take account of the educative influence of companionships, recreation, and athletics.

It must deal with its students as individuals. Mass education is not adapted to produce the highest type of personality. It is better than none, it is far from being good enough. The University must, therefore, provide opportunities for easy and intimate contact not only of the students with one another, but
In view of these circumstances and the fact that the college is to open next year, it is essential that some proper plans be made to ensure the successful operation of the institution.

Some preliminary steps have been taken to prepare the college for its opening. These include the construction of necessary buildings, the appointment of faculty members, and the preparation of various administrative and academic policies.

It is hoped that the college will be ready for its opening in the fall of the year. The college will offer a variety of programs, including undergraduate and graduate studies in various fields of study.

The college will also provide opportunities for research and collaboration with other educational institutions and organizations.

It is important to note that the college is committed to providing a high-quality education and a conducive learning environment for all its students.
between the students and more mature men and women of high char-
acter and scholarly interests, who are also interested in people
and sympathetic with youth and patient with its impatience.

Even this brief statement of the matter is sufficient
to make it clear that the colleges of a University which is made
up in no small part of graduate and professional schools call for
intent attention and constant study, lest their requirements and
possibilities be overlooked, and for treatment in important respects
different from that which is given to the other divisions of the
University. Some men can do good work both for college students
and for graduates. But the practical exigencies of the situation
will usually require most members of the faculty to devote them-
selves to one class and largely to give up work in the other field.
Good college work is the essential basis of good graduate work.
Neither must cut the nerve of the other. Research must not be
sacrificed to large college classes, but neither must college
teaching be intrusted to men whose only interest is in scientific
problems and to whom undergraduate teaching is a perpetual bore.
College teaching is a highly dignified and important service
worthy to stand on its own merits, and to be conducted in the best
possible way, not as an incident of work supposedly or really
more important.

On the other hand there are undoubted advantages in
conducting college work in close relationship with graduate work.
It broadens the horizon and vision of the student. It keeps him
from thinking that four years will give him a complete education.
It injects into the college the spirit of research, which, though
it cannot be cultivated in college for its additions to human
knowledge, is essential to the best atmosphere of the college.

These considerations suggest, what we have come to believe, that we have at the University of Chicago a rare opportunity to develop a kind of college life and education, which for our situation will surpass any that has yet been evolved, and will be a real contribution to American education. They carry also the suggestion that while the unity and continuity of all the work of the University should be conserved, before and in and after undergraduate days, yet some measure of separation and some diversity of method should differentiate the several stages of the educational process.
3. Room for their development

To these educational considerations local conditions of the University of Chicago add important elements.

The University is fortunate in possessing on the south side of the Midway facing the Medical School, the Library, the Chapel, Ida Noyes and the School of Education, land which is still unoccupied by permanent buildings. On this land buildings for the colleges can be erected in which they can develop their own life according to the best plan which our students of education can suggest. Fortunately, also the development of the colleges on this tract is in the interests of the rest of the University. The development of graduate and professional work which may reasonably be expected in the not distant future will call for all the space in the main quadrangle and on the blocks east and west of it, not occupied by such general buildings as the Chapel, Library, and Administration Building, and by the Athletic Field and buildings. There will of course be a considerable period before this result will be fully achieved and some kinds of work for undergraduates, such as Chemistry and Physics, may perhaps remain permanently in the same buildings in which the graduate work is done. But broadly speaking the interests alike of the Colleges and of the Graduate and Professional Schools suggests that the University north of the Midway should be a graduate institution, and the colleges should have a free field for their best development south of the Midway. Perhaps nowhere in America is a physical situation so favorable to the best possible development of a University containing both Colleges and Graduate Schools and so adapted to allow each to develop according to its own genius yet in mutually helpful relationship.
The University of,
Independently of any special theory of the educational development of the colleges it is evident that we urgently need additional buildings for the residence of our students. More than 1600 students who are living in lodgings in the vicinity of the University would be receiving their education under conditions far more conducive to the best results educationally, if they were living in University houses, properly organized and conducted.

The property of the University facing north on the Midway is well adapted to such residence buildings, and is probably the best place for them.

With a view to determining by experimentation what measure of separation of the work of the colleges from that of the graduate schools is educationally most favorable to the work of both the colleges and the graduate schools, and precisely through what period such separation is most conducive to educational efficiency it is desirable to erect on the south side of the Midway a building which can be devoted to undergraduate work and which can serve as the center of undergraduate life in its more academic aspects. This building might well be erected on the block bounded by University and Greenwood Avenues and 60th and 61st Streets, the rest of this block being reserved for further buildings of similar purpose. Residence buildings for women could then be built on the blocks east of University Avenue and for men on those west of Greenwood Avenue.

Since the purpose of these buildings is to make an effort under the most favorable conditions to develop a better kind of undergraduate education, they should embody the best
The interpretation of the experimental results is as follows:

The results indicate that the proposed method is effective in overcoming the challenges associated with traditional approaches. The performance metrics, such as precision, recall, and F1-score, show significant improvements compared to existing methods. This suggests that the new approach has potential for broader applications in similar domains.

Future work will focus on refining the method and integrating it into existing systems to further enhance its utility. Additionally, considerations for scalability and real-world deployment will be addressed to ensure practical applicability.
ideals that we have yet reached, yet by so constructed as to be as easily as possible modified if experience requires this.

The first educational building should contain rooms for study and reading, class rooms, and other rooms designed and equipped for whatever experiments in undergraduate education it may seem desirable to undertake. In addition there should be the necessary administrative offices and rooms for undergraduate activities of semi-academic character, such as the Undergraduate Council, the Honor Commission, Cap and Gown, Maroon, etc. It should be build with a view to future expansion if the experiment should call for it, and to such modification as experience shall show to be necessary.

The residence buildings should not be mere dormitories, but places of humane educational residence. They should provide opportunity on one hand for personal contacts, under the most favorable conditions, with older persons and fellow students, and for the silent influences of good books and art. They should provide for a library, a common room and a dining hall in each unit. They should provide rooms also for resident fellows or tutors and perhaps other members of the faculty, making more intimate personal conversation possible with individuals or small groups that is practicable in more public rooms. The aim should be to preserve the best features of our fraternity houses and women's halls, but with better facilities for the exertion of intellectual influences. All should be planned with a view to uniting as far as possible, the two lines of influence which in our American colleges have been unfortunately separated in large